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ASSIGNMENT BOOKLET
PAT9150 Social Studies 9
Module 1 Assignment

FOR STUDENT USE ONLY

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Teacher's Comments

Teacher

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Summary

	Total Possible Marks	Your Mark
Section 1: Lesson 1	15	
Section 1: Lesson 2	5	
Section 1: Lesson 4	5	
Section 1: Lesson 5	6	
Section 1 Challenge	30	
Section 2: Lesson 1	3	
Section 2: Lesson 2	5	

	Total Possible Marks	Your Mark
Section 2: Lesson 3	36	
Section 2: Lesson 4	5	
Section 2: Lesson 5	9	
Section 2 Challenge	30	
Module 1 Challenge	36	
	185	

Teacher's Comments

Social Studies 9
 Module 1: Canada's Political System
 Assignment Booklet
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Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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MODULE 1 ASSIGNMENT BOOKLET

The assignments in this assignment booklet will be submitted for grading. Answer each question in the space provided.

Module 1: Section 1: Lesson 1

Identity Presentation

You will create a presentation showing your individual identity and the collective groups that you belong to. For any group that you belong to, you will describe what its purpose is, what its traditions are, and how you are included. Explain how belonging to a collective contributes to your individual identity.

Include photographs, sketches, icons, quotes, slogans, and explanations.

Some possible formats include the following:

- a labelled drawing of yourself
- an illustrated narrative
- a video interview
- an original song
- a digital story
- a slide show presentation
- a poem
- a mind map

Do you have another idea? Discuss it with your teacher.

Complete the scoring criteria. This is an opportunity for you to assess your work. Submit your Identity Presentation and scoring criteria to your teacher for assessment.

Scoring Criteria: Identity Presentation

15 marks

Your presentation . . .	Exploration (10 marks)	Communication (5 marks)
5 Excellent	<ul style="list-style-type: none"> • is thoughtful and detailed • shows a perceptive understanding 	<ul style="list-style-type: none"> • is engaging and makes highly effective use of the medium
4 Proficient	<ul style="list-style-type: none"> • is understandable and clear cut • shows a suitable understanding 	<ul style="list-style-type: none"> • is convincing and makes effective use of the medium (with few errors)
3 Satisfactory	<ul style="list-style-type: none"> • is general and straightforward • shows an acceptable understanding 	<ul style="list-style-type: none"> • is conventional and makes satisfactory use of the medium (Minor errors do not interfere with your message.)
2 Limited	<ul style="list-style-type: none"> • is limited and over generalized • shows an inadequate understanding 	<ul style="list-style-type: none"> • is weak and makes limited use of the medium (Major errors get in the way of your message.)
1 Poor	<ul style="list-style-type: none"> • is irrelevant or inaccurate • shows little understanding 	<ul style="list-style-type: none"> • is unclear and makes ineffective use of the medium (Many errors obstruct your message.)

Module 1: Section 1: Lesson 2

Journal Entry: A Day in Your Life

Record a day in your life in either a visual or written format in the space provided. (Or you may attach your finished work to the Module 1 Assignment Booklet.) Consider your individual identity and collective identity, what it means to be a Canadian, and how your quality of life is influenced by the government and the economy.

When you have completed this assignment, submit your Journal Entry and scoring criteria to your teacher for assessment. This activity will be graded.

Scoring Criteria: Journal Entry 5 marks

<i>You will . . .</i>	Relevance of Information
5 Excellent	<ul style="list-style-type: none"> • provide thoughtful ideas and thorough explanations • provide specific, relevant, and accurate support for your ideas • write clearly, accurately, and effectively with well-organized ideas
4 Proficient	<ul style="list-style-type: none"> • provide meaningful ideas and appropriate explanations • provide relevant and appropriate support that may contain minor errors • write in an organized way with effective vocabulary and few errors
3 Satisfactory	<ul style="list-style-type: none"> • provide straightforward ideas and general explanations • provide general or incompletely developed support that may contain minor errors • write satisfactorily (Minor errors do not interfere with the message.)
2 Limited	<ul style="list-style-type: none"> • provide limited ideas with simplistic or unnecessary explanations • provide obvious and/or irrelevant support that may contain major errors • write unclearly with inappropriate vocabulary (Major errors interfere with the message.)
1 Poor	<ul style="list-style-type: none"> • provide few or no ideas • provide superficial, irrelevant, or incomplete support with frequent errors • write unclearly with disorganized ideas (Many errors interfere with the message.)

Module 1: Section 1: Lesson 4

Journal Entry: Role of Government

Write your thoughts on the role of government in determining the employment standards for children in Canada. Do you believe the standards are fair? How do they influence your quality of life?

When you have completed this assignment, complete the scoring criteria and then submit your Journal Entry and Scoring Criteria to your teacher for assessment.

Scoring Criteria: Journal Entry 5 marks


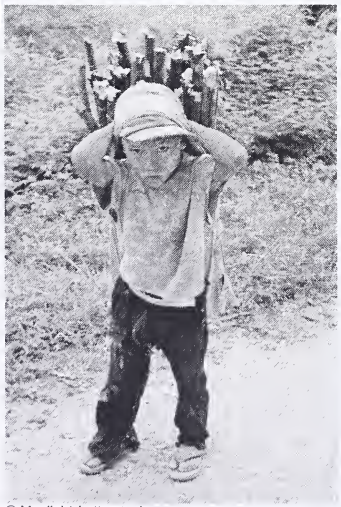
<i>You will . . .</i>	Relevance of Information
5 Excellent	<ul style="list-style-type: none"> • provide thoughtful ideas and thorough explanations • provide specific, relevant, and accurate support • write clearly, accurately, and effectively with well-organized ideas
4 Proficient	<ul style="list-style-type: none"> • provide meaningful ideas and appropriate explanations • provide relevant and appropriate support that may contain minor errors • write in an organized way with effective vocabulary and few errors
3 Satisfactory	<ul style="list-style-type: none"> • provide straightforward ideas and general explanations • provide general or incompletely developed support that may contain minor errors • write satisfactorily (Minor errors do not interfere with the message.)
2 Limited	<ul style="list-style-type: none"> • provide limited ideas with simplistic or unnecessary explanations • provide obvious and/or irrelevant support that may contain major errors • write unclearly with inappropriate vocabulary (Major errors interfere with the message.)
1 Poor	<ul style="list-style-type: none"> • provide few or no ideas • provide superficial, irrelevant, or incomplete support with frequent errors • write unclearly with disorganized ideas (Many errors interfere with the message.)

Module 1: Section 1: Lesson 5

What Is Your Opinion?

Consider the images in this chart. Describe what you see in the What Do You See in the Image? column. Place your initial thoughts or opinions about the situation portrayed in each photograph in the next column. Consider citizenship, identity, and quality of life as you analyze the images.

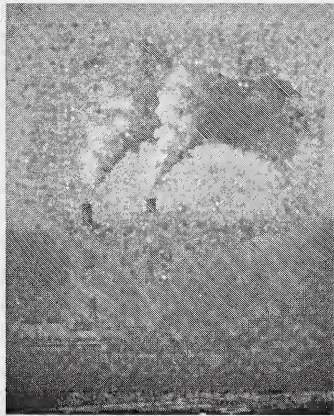
What related topics or problems are currently in the news? Provide two examples in the blank spaces, or attach your examples to the Module 1 Assignment Booklet.

Image	What Do You See in the Image?	What are Your Thoughts?	Issue Statement
 <p>© jon le-bon/shutterstock</p>			Should . . .
 <p>© Muellek/shutterstock</p>			Should . . .



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Should . . .



© 2009 Jupiterimages Corporation

Should . . .



© Jan Martin Will/shutterstock

Should . . .



© Mandy Godbehear/shutterstock

--

--

Should . . .



© JHDT Stock Images LLC/shutterstock

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Should . . .



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Should . . .

own example

--

--

Should . . .

own example			Should . . .
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After completing the issues statements in the fourth column you can assess your work using the Scoring Criteria: Issues Statements. Then submit your chart and scoring criteria to your teacher for assessment.

Scoring Criteria: Issue Statements

6 marks

Issue Statements	
<p>3 Excellent</p>	<p>Student provides a clearly defined and unbiased issue statement for each image.</p>
<p>2 Satisfactory</p>	<p>Student attempts to develop a clear and unbiased issue statement for each image.</p>
<p>1 Limited</p>	<p>Student provides a vague and biased issue statement for each image.</p>

Module 1: Section 1 Challenge

Choose an issue in the news that involves the federal government in some way. This issue may include employment income, immigration, or income tax changes. Or revisit Lesson 3 to review the various government departments or agencies that might be in the news. Try to choose an issue that you feel has an impact on your life. You may find a news issue using a website search engine, Internet news sites, radio, television, or personal experience.

Determine how the government’s decision on this issue will affect you, and complete the following chart. Use the Informed Response Outline to develop your response.

Developing an informed response to an issue is an important skill. You may contact your teacher at any time for additional support. This will give you the opportunity to receive feedback and make any necessary changes to improve your response. From your Portfolio, take out your Issues for Canadians Definitions handout for Section 1 and use at least five terms in your response.

Informed Response Outline

Inquire	Notes
What is the topic or issue?	
What is the issue question/statement?	
What is your position?	
Two supporting facts which support your position include the following.	
Two quotes (if possible) or two examples to support your position include the following.	
Two alternative points of view or perspectives include the following.	
Conclusion on the issue is the following. (Your position is restated.)	

After you have completed the chart, present your response in a format of your choosing. You might consider the following:

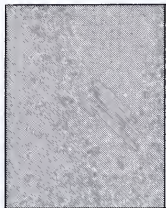
- a newspaper article
- a letter to your Member of Parliament for the constituency where you live
- an informed response paragraph
- a podcast

Review the Scoring Criteria: Written Response. Have you thoroughly explored the issue using different perspectives?

Scoring Criteria: Written Response

30 marks

<i>You will . . .</i>	Significance of the Issue (5 marks)	Personal Judgments (10 marks)	Supporting Evidence (10 marks)	Clarity of Communication (5 marks)
5 Excellent	<ul style="list-style-type: none"> demonstrate an understanding of the issue that is insightful explore various viewpoints, perspectives, and/or values in a deliberate manner 	<ul style="list-style-type: none"> demonstrate a perceptive choice of position use supporting facts that are convincing 	<ul style="list-style-type: none"> provide evidence that is pertinent to the issue provide evidence that is precise and/or comprehensive 	<ul style="list-style-type: none"> use writing that is error-free
4 Proficient	<ul style="list-style-type: none"> demonstrate an understanding of the issue that is thoughtful explore various viewpoints, perspectives, and/or values in a purposeful manner 	<ul style="list-style-type: none"> demonstrate a choice of position that is sound demonstrate that supporting facts are considered 	<ul style="list-style-type: none"> provide evidence that is significant to the issue provide evidence that is specific and/or elaborated 	<ul style="list-style-type: none"> use writing that contains only minor errors
3 Satisfactory	<ul style="list-style-type: none"> demonstrate an understanding of the issue that is logical explore various viewpoints, perspectives, and/or values in a straightforward manner 	<ul style="list-style-type: none"> demonstrate a choice of position that is appropriate provide supporting facts that are predictable 	<ul style="list-style-type: none"> provide evidence applicable to the issue provide evidence that is general and/or narrow in scope 	<ul style="list-style-type: none"> use writing that is acceptable; errors do not detract from clarity
2 Limited	<ul style="list-style-type: none"> demonstrate a minimal understanding of the issue explore various viewpoints, perspectives, and/or values in a superficial or ambiguous manner 	<ul style="list-style-type: none"> demonstrate a vague or simplistic choice of position provide imprecise or lacking supporting facts 	<ul style="list-style-type: none"> provide insufficient or tenuously related evidence to the issue provide vague and/or contradictory evidence 	<ul style="list-style-type: none"> use a quality of writing that is reduced because of frequent errors
1 Poor	<ul style="list-style-type: none"> demonstrate a minimal understanding of the issue 	<ul style="list-style-type: none"> demonstrate a confused or underdeveloped position 	<ul style="list-style-type: none"> provide evidence, if present, that is ineffective and lacks relevance to 	<ul style="list-style-type: none"> use writing that contains numerous errors

	<ul style="list-style-type: none"> • explore various viewpoints, perspectives, and/or values in an abrupt or uninformed manner 	<ul style="list-style-type: none"> • provide inaccurate or overgeneralized supporting facts 	<p>the issue</p> <ul style="list-style-type: none"> • provide scant and/or obscure evidence 	
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Module 1: Section 2: Lesson 1

Current Events Graphic Organizer

Complete the following graphic organizer after you have read your chosen news item.

<p>What is the name of your news story?</p>	
<p>Who wrote your news story?</p>	
<p>Who published your news story? How reliable is this information source?</p>	
<p>When was your news story published?</p>	
<p>What issue does this news story expose? Briefly describe it.</p>	
<p>Write an issue question for this issue. Should . . . ?</p>	
<p>What are the differing perspectives on this issue?</p>	<p>Group: Perspective:</p> <p>Group: Perspective:</p> <p>Group: Perspective:</p>
<p>What is your position on this issue? Provide evidence to support your position.</p>	
<p>What is a possible solution to this issue? How would this solution improve our quality of life?</p>	

Scoring Criteria: Current Events Graphic Organizer**3 marks**

	Relevance of Information	Analysis
3 Excellent	I have included information that is very relevant to the news item.	I have provided perceptive and detailed analysis of current events. My explanation is thoughtful and convincing.
2 Satisfactory	I have included information that is general and has some relevance to the news item.	I have provided appropriate analysis of current events. My explanation is predictable.
1 Limited	Most of the information I have included is lacking relevance to the news item.	I have provided simplistic analysis of current events. My explanations are vague or minimal.

Module 1: Section 2: Lesson 2**Journal Entry: Party Evaluation**

Imagine that the federal government has just announced that an election will be held. You have been asked to volunteer with this election. You must make a decision about which party best meets your needs and the needs of your community. Do an online search of the different political parties. Keyword search terms could include:

Conservative Party of Canada

Liberal Party of Canada

New Democrats (NDP)

Write a journal entry. Describe which political party you would like to help with during an upcoming election. Explain why you have chosen this political party.

Your journal entry may be evaluated according to the Scoring Criteria: Party Evaluation. Submit your journal entry and scoring criteria to your teacher for assessment. Place a copy of your journal entry in your Portfolio.

Scoring Criteria: Journal Entry 5 marks

	<i>You will...</i>
5 Excellent	<ul style="list-style-type: none"> • provide thoughtful ideas and thorough explanations • provide specific, relevant, and accurate support for your ideas • write clearly, accurately, and effectively with well-organized ideas
4 Proficient	<ul style="list-style-type: none"> • provide meaningful ideas and appropriate explanations • provide relevant and appropriate support that may contain minor errors • write in an organized way with effective vocabulary and few errors
3 Satisfactory	<ul style="list-style-type: none"> • provide straightforward ideas and general explanations • provide general or incompletely developed support that may contain minor errors • write satisfactorily (Minor errors do not interfere with the message.)
2 Limited	<ul style="list-style-type: none"> • provide limited ideas with simplistic or unnecessary explanations • provide obvious and/or irrelevant support that may contain major errors • write unclearly with inappropriate vocabulary (Major errors interfere with the message.)
1 Poor	<ul style="list-style-type: none"> • provide few or no ideas • provide superficial, irrelevant, or incomplete support with frequent errors • write unclearly with disorganized ideas (Many errors interfere with the message.)

MODULE 1: SECTION 2: LESSON 3

Day in the Life of a Representative

Record notes for what you have learned about Members of Parliament and senators in your choice of graphic organizer or note-taking format. This may include a concept map, a retrieval chart, or a bulleted list.

With your learning partner, you may present your findings using your choice of format. The following are examples of formats:

- an hourly schedule of a typical day
- advertisement for a job listing
- a list of the representative's roles

Submit your assignment and scoring criteria to your teacher for marks. Place a copy of your final work into your Portfolio.

Scoring Criteria: Day in the Life of a Representative
6 marks

	Research and Information (3 marks)	Communicates Information (3 marks)
3 Excellent	Locates and organizes precise and comprehensive information.	Information communicated is effectively focused and fluently developed.
2 Satisfactory	Locates and organizes general information.	Information communicated is functionally focused and logically developed.
1 Limited	Locates and organizes vague and/or contradictory information.	Information not communicated is weakly focused and uncertainly developed.

Support My Position

Consider this issue statement:

Should the current practices of selecting representatives in the legislative branch be maintained?

What is your position on this issue statement?

Demonstrate your position by completing one of the following formats:

- Write a paragraph defending your position.
- Create a podcast or vodcast to present your position.
- Write a letter to the Prime Minister stating your position.
- Write a speech to be read in the legislative assembly.

Begin your planning by considering your position. You may use the following Informed Response Outline to plan your thoughts.

INFORMED RESPONSE OUTLINE

Inquire	Notes
1. What is the topic or issue?	
2. What is the issue question/statement?	
3. What is your position?	
4. Two supporting facts which support your position include the following.	

<p>5. Two quotes (if possible) or two examples to support your position include the following.</p>	
<p>6. Two alternative points of view or perspectives include the following.</p>	
<p>7. Conclusion on the issue is the following. (Your position is restated.)</p>	

Contact your teacher if you require any assistance formulating your response. You will be graded according to the following scoring criteria.

Scoring Criteria: Support My Position
30 marks

<i>You will . . .</i>	Significance of the Issue (5 marks)	Personal Judgments (10 marks)	Supporting Evidence (10 marks)	Clarity of Communication (5 marks)
<p>5 Excellent</p>	<ul style="list-style-type: none"> demonstrate an understanding of the issue that is insightful explore various viewpoints, perspectives, and/or values in a deliberate manner 	<ul style="list-style-type: none"> demonstrate a perceptive choice of position use supporting facts that are convincing 	<ul style="list-style-type: none"> provide evidence that is pertinent to the issue provide evidence that is precise and/or comprehensive 	<ul style="list-style-type: none"> use writing that is error-free
<p>4 Proficient</p>	<ul style="list-style-type: none"> demonstrate an understanding of the issue that is thoughtful explore various viewpoints, perspectives, and/or values in a purposeful manner 	<ul style="list-style-type: none"> demonstrate a choice of position that is sound demonstrate that supporting facts are considered 	<ul style="list-style-type: none"> provide evidence that is significant to the issue provide evidence that is specific and/or elaborated 	<ul style="list-style-type: none"> use writing that contains only minor errors
<p>3 Satisfactory</p>	<ul style="list-style-type: none"> demonstrate an understanding of the issue that is logical explore various viewpoints, 	<ul style="list-style-type: none"> demonstrate a choice of position that is appropriate provide supporting facts that are 	<ul style="list-style-type: none"> provide evidence applicable to the issue provide evidence that is general and/or narrow in 	<ul style="list-style-type: none"> use writing that is acceptable; errors do not detract from clarity

	perspectives, and/or values in a straightforward manner	predictable	scope	
2 Limited	<ul style="list-style-type: none"> demonstrate a minimal understanding of the issue explore various viewpoints, perspectives, and/or values in a superficial or ambiguous manner 	<ul style="list-style-type: none"> demonstrate a vague or simplistic choice of position provide imprecise or lacking supporting facts 	<ul style="list-style-type: none"> provide insufficient or tenuously related evidence to the issue provide vague and/or contradictory evidence 	<ul style="list-style-type: none"> use a quality of writing that is reduced because of frequent errors
1 Poor	<ul style="list-style-type: none"> demonstrate a minimal understanding of the issue explore various viewpoints, perspectives, and/or values in an abrupt or uninformed manner 	<ul style="list-style-type: none"> demonstrate a confused or underdeveloped position provide inaccurate or overgeneralized supporting facts 	<ul style="list-style-type: none"> provide evidence, if present, that is ineffective and lacks relevance to the issue provide scant and/or obscure evidence 	<ul style="list-style-type: none"> use writing that contains numerous errors

When you have completed this assignment, submit your Support My Position and scoring criteria to your teacher for assessment.

Module 1: Section 2: Lesson 4

Create a Bill

Think about these questions that the executive and legislative branches ask to make a better Canada for Canadians:

- What problems or issues do you see facing society that a law could help solve?
- What would a bill need to help solve the problems?
- How could the government help?

Consider what bill the government could present to the House of Commons or Senate to answer these questions. Create a bill to be presented to the House of Commons. Explain how the bill would improve the quality of life of all Canadians.

Present your bill as a speech either as a text, vodcast, podcast, or multimedia presentation. Submit this assignment with the scoring criteria to your teacher. Save a copy of the assignment to your Portfolio.

Scoring Criteria: Create a Bill**5 marks**

	You will . . .
5 Excellent	<ul style="list-style-type: none"> • provide thoughtful ideas and thorough explanations • provide specific, relevant, and accurate support for your ideas • write clearly, accurately, and effectively with well-organized ideas
4 Proficient	<ul style="list-style-type: none"> • provide meaningful ideas and appropriate explanations • provide relevant and appropriate support that may contain minor errors • write in an organized way with effective vocabulary and few errors
3 Satisfactory	<ul style="list-style-type: none"> • provide straightforward ideas and general explanations • provide general or incompletely developed support that may contain minor errors • write satisfactorily (Minor errors do not interfere with the message.)
2 Limited	<ul style="list-style-type: none"> • provide limited ideas with simplistic or unnecessary explanations • provide obvious and/or irrelevant support that may contain major errors • write unclearly with inappropriate vocabulary (Major errors interfere with the message.)
1 Poor	<ul style="list-style-type: none"> • provide few or no ideas • provide superficial, irrelevant, or incomplete support with frequent errors • write unclearly with disorganized ideas (Many errors interfere with the message.)

Module 1: Section 2: Lesson 5**Report Card**

Based on what you have heard in the Issues in Canada Panel and the content of this lesson, rate the effectiveness of media and lobby groups in increasing the accountability of government officials. You may work with a learning partner for this assignment. Ensure both of your names are on the submission to your teacher.

You may use the following report card, or you may create your own report card to develop your assessment. You may request assistance from your teacher to plan out your report card.

- **Step 1:** Identify at least three factors that demonstrate the effectiveness of media and lobby groups in increasing the accountability of government officials.
- **Step 2:** Identify a rating from the rating scale for each factor.
- **Step 3:** Provide evidence for each rating. Evidence may be supporting detail or quotes from the articles or activities completed in this lesson.
- **Step 4:** When you complete the report card, provide the media and lobby groups with a written response. Identify both one strength and one area that needs improvement for each the media and lobby groups. Then identify one strategy to improve that media and lobby groups can use to increase the accountability of government officials.
- **Step 5:** Complete the scoring criteria and submit your report card and scoring criteria to your teacher for assessment. Place a copy of this assignment in your Portfolio.

Report Card

Rating Scale

Excellent
Very Good
Good
Adequate
Poor
Very Poor
Failing

Ratings

Factors to be rated	Factor 1:		Factor 2:		Factor 3:		Factor 4:	
	Rating	Evidence	Rating	Evidence	Rating	Evidence	Rating	Evidence

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Strengths:

Areas for improvement:

Strategies to improve:

Your report card will be evaluated according to the Scoring Criteria: Report Card. Submit your report card and scoring criteria to your teacher for assessment. Place a copy of your report card in your Portfolio.

Scoring Criteria: Report Card 9 marks

	Completed Ratings (3 marks)	Explanation of Ratings (6 marks)
3 Excellent	Ratings for all factors are provided.	The explanation for each rating is detailed. The factors chosen demonstrate an understanding of the effectiveness of media and lobby groups in increasing the accountability of government officials.
2 Satisfactory	Ratings for two factors are provided.	The explanations for each ranking have merit. The factors chosen begin to demonstrate an understanding of the effectiveness of media and lobby groups in increasing the accountability of government officials.
1 Limited	Many ratings for factors not included.	The explanations for each rating are vague showing little understanding of the effectiveness of media and lobby groups in increasing the accountability of government officials.

Module 1: Section 2 Challenge

Three Branches of Government

Follow the steps below to complete this challenge:

Step 1: The Task

In this challenge you may work independently, or you may work with a partner or in a small group. The task is to research and explain the relationship and tensions between the executive, legislative, and judicial branches. You will illustrate this in a chart, concept map, mind map, or a visual graphic organizer of your choice. Your presentation should describe some of the real-life dynamics that exist in the relationships of these three branches and how the branches work together to create and implement laws.

Consider what style of a presentation may best express your understanding. For example, you may use a visual map or a text-based chart. See the Toolkit for more information on concept maps.

Step 2: Gather the Information

As you worked through this section, you have collected information and completed activities. Review the contents of your Portfolio, and consider what new information you will need.

Step 3: Research

Use your textbook, online resources, and the background information found in the Toolkit to expand your research of the three branches of government. Example key search terms for online searches could include:

- Canada executive branch
- Canada legislative branch
- Canada judicial branch

You may find it useful to contact the Member of Parliament for your constituency and ask questions on the relationships and tensions that exist in Parliament.

You may use the following retrieval chart to collect your information.

Branch	Purpose and Mandate	Main Activities and Components	Power Relations	Collaborative Interactions	Tensions and Safeguards
Executive					
Legislative					
Judicial					

Step 4: Organize Your Information

You may present your information in a chart, concept map, mind map, or a visual graphic organizer of your choice.

Step 5: Evaluate Your Presentation

Review the scoring criteria for the presentation, and identify what you have completed and what may still need to be worked on. Revise your presentation, if necessary, and submit it and your scoring criteria to your teacher for assessment.

Scoring Criteria: Section 2 Challenge
30 marks

You have ...	Quality of Information (20 marks)	Diagrams/Illustrations/Connections (10 marks)
5 Excellent	<ul style="list-style-type: none"> demonstrated thorough and strong understanding of the branches of government and how laws are created and implemented 	<ul style="list-style-type: none"> provided detailed and accurate diagrams and illustrations organized from beginning to end with logical connections of ideas
4 Proficient	<ul style="list-style-type: none"> demonstrated suitable and clear understanding of the branches of government and how laws are created and implemented 	<ul style="list-style-type: none"> provided appropriate diagrams and illustrations organized from beginning to end with relevant connections of ideas
3 Satisfactory	<ul style="list-style-type: none"> demonstrated adequate and straightforward understanding of the branches of government and how laws are created and implemented 	<ul style="list-style-type: none"> provided adequate diagrams and illustrations organized from beginning to end with some gaps in the connection of ideas
2 Limited	<ul style="list-style-type: none"> demonstrated superficial understanding with some factual errors in the presentation of the branches of government and how laws are created and implemented 	<ul style="list-style-type: none"> provided inaccurate diagrams and illustrations partially organized from beginning to end, and there are gaps in the connections of ideas
1 Poor	<ul style="list-style-type: none"> demonstrated minimal or shown no understanding of the branches of government and how laws are created and implemented 	<ul style="list-style-type: none"> provided few or no diagrams and illustrations no organization with connections of ideas

Module 1 Challenge

Tic-Tac-Toe: Module 1 Challenge Assignment

Choose one of the formats in the Tic-Tac-Toe that you viewed in your Student Module Booklet to present your RAFTS assignment.

Remember that your audience is either a Member of Parliament or senator. Use the vocabulary from your Issues for Canadians Definitions handout from Module 1 where possible.

You will be graded according to the following scoring criteria.

Scoring Criteria: Module 1 Challenge
36 marks

You have ...	Critical and Creative Thinking (12 marks)	Research and Information (12 marks)	Communicates Information (12 marks)
4 Excellent	evaluated ideas, information, and positions with a high degree of success	located and organized information thoughtfully and successfully	communicated information in a persuasive and engaging presentation
3 Proficient	evaluated ideas, information, and positions with significant success	located and organized information with some thought and success	communicated information in a purposeful manner
2 Satisfactory	evaluated ideas, information, and positions with some success	located and organized information with limited thought and success	communicated information in an acceptable manner
1 Limited	evaluated ideas, information, and positions with limited success	found it difficult to locate and organize information well	not communicated in an informative or interesting manner
Insufficient/Blank	Student has not shown sufficient knowledge of curriculum outcomes.		

